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September 2021 – September 2024

# RSE & HE Policy



**WATERTON**  
ACADEMY TRUST

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## 1. Our School

### 1.1 Our Vision

**Grow. Achieve. Shine** – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

### 1.2 Our Values



**We are proud, and work hard to be the best that we can be**



**We are determined and resilient, embracing all challenges**



**We collaborate well, treating everyone as equals**



**We are honest, kind and show integrity**



**We respect all people, property and the environment**



**We believe in ourselves and strive for our goals**

### 1.3 Our Golden Rule

## Our Golden Rule

**We keep ourselves, and each other, safe.**



### 1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

### 1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

### 1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



## 2. Policy Summary

### 2.1 Policy Introduction & Rationale

This policy was created after a period of consultation with relevant stakeholders within school. At Churchfield Primary School we ensure that our pupils have an entitlement to Relationships Education within the curriculum. We take a pro-active role and believe that RSE is an essential part of the Personal, Health and Social Education (PHSE) of each child. We teach general themes linked to personal well-being and relationships such as kindness, respect, equality, safety and trust through our day-to-day assemblies, lessons and class discussions

### 2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how school delivers statutory Relationships Education
- Provide information for all stakeholders on how school delivers statutory Health Education
- Provide information for all stakeholders on how school delivers sex education
- Provide information for all stakeholders on parents' rights in relation to RSE
- Provide information for all stakeholders on how school provides a framework for in which sensitive discussions can take place
- Provide information for all stakeholders on how school prepares pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provide information for all stakeholders on how school helps pupils to develop feelings of self-respect, confidence and empathy
- Provide information for all stakeholders on how school creates a positive culture around issues of sexuality and relationships
- Provide information for all stakeholders on how school teaches pupils the correct vocabulary to describe themselves and their bodies

### 2.3 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

## 3. Legalities & Linked Documents

### 3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Behaviour & Rewards Policy
- Anti-Bullying Policy
- SEND Policy
- Sexual Harassment & Violence Policy

### 3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- [Working together to Safeguard Children](#)
- [Keeping Children Safe in Education](#)
- [DFE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#)
- [Children and Social Work Act 2017](#)



## 4. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). However, we are not legally required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Churchfield Primary School we teach RSE as set out in this policy.

## 5. Key Vales

PHSE is developed from FS2 onwards as part of the integrated topic work approach to the curriculum, and is one of the subjects in the compulsory National Curriculum, which pupils have an entitlement to experience throughout their education. We see 'Sex Education' as a major component of the School's comprehensive program of Personal, Social, and Citizenship Health Education. It links with science, Religious Education and PHSE subjects in our school. It is vital that pupils receive effective sex education before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation, which may affect relationships with others both now and in the future.

The importance of sexual relationships in all our lives is such that sex education has a crucial role to play in preparing children for their lives now and in the future as adults and parents. In sex education, learning information about the physical aspects of sex is supplemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

## 6. Policy & Approach Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – a member of staff in conjunction with leaders and Governors collated the relevant information including national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – once amendments were made, the policy was shared and ratified; the policy will be reviewed every three years minimum

## 7. RSE Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## 8. Key Responsibilities

### 8.1 Headteacher's Responsibilities

The headteacher is responsible for the following:

- Ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE
- Dealing with sex and relationship related incidents and supporting staff in the development of appropriate schemes of work within the school



## 8.2 All Staff Responsibilities

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

## 8.3 The Academy Standards Committee Responsibilities

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

## 8.4 Pupil Responsibilities

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 9. Explicit Questions

Modern children are incredibly knowledgeable and they ask very mature questions in RSE lessons. We often receive questions about different types of sexuality, sexually transmitted diseases/infections or LGBT issues. As a school, we feel that we would rather the young learners in our care know and understand the correct information about these aspects of sex and relationships. We will therefore answer these questions in a brief and factual manner. If parents do not wish for their child to be present for such discussions, they must inform the Headteacher before their child begins their learning in Year 5 or Year 6. If we receive questions that we do not feel are appropriate to deal with, teachers have to say, "I'm sorry but I can't answer that question." The teacher may deem it appropriate to discuss the child's concerns with the parents – a decision may then be taken on how best to deal with it. We will offer children an opportunity to ask questions publicly in a whole class, in gender groups and anonymously through our questions in a box section. Answers to the 'questions in a box', approach must only be given after very careful screening of the questions.

## 10. Offering Advice

The Governors and staff believe that the school's function is to provide a general education about relationships and sexual matters & issues and we acknowledge that teachers may not be qualified to explore some areas of the curriculum in greater depth. Teachers cannot:

- Give personal advice or counselling on sexual matters to a pupil (either individually or within a group)
- Give personal contraceptive advice to pupils without parental consent

Teachers can:

- Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse, their GP or a local medical centre. This is not the provision of sex education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained. Appointments to see the nurse can be arranged by the pupil through the class teacher or the Headteacher





## 11. Confidentiality

Having considered all available advice and guidance, where a pupil is considered at some risk of any type of abuse or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the Safeguarding Policy. The Headteacher will decide whether to inform the parents and/or appropriate authorities and may arrange for counseling to be provided (please see our Safeguarding Policy). Although there is no legal duty on a teacher, or a Headteacher, to inform parents of matters which a child has confided to them:

- Teachers must not promise confidentiality even though they cannot be made to break it once given
- Pupils must be made aware that any incident may be conveyed to the headteacher and possibly to parents
- Teachers must indicate clearly to pupils when the content of a conversation can no longer be kept confidential.

## 12. Parental Involvement

### 12.1 Workshop Sessions

It is our strong belief that parents have a crucial role in the continuing development and support of RSE within the home. Churchfield Primary School is committed to working with parents in the teaching of RSE. A workshop session can be made available which provides Year 5 and Year 6 parents with the opportunity to develop their own understanding of the programme in advance of the children beginning work on their programme. This programme can be delivered to individuals or small groups at the request of families. Parents should contact the school when their child moves into Y5/6 if they have any concerns about the content of our RSE curriculum or how it will be delivered.

### 12.2 Right to Withdraw

**Parents do not have the right to withdraw their children from relationships education or the science curriculum.**

However, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE for a variety of reasons which may include Special Education Needs and/or a Disability, welfare concerns or on moral/religious grounds. Requests for withdrawal should be put in writing using the supplied form and sent to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### 12.3 Recommended Reading

"Talking Together About Growing Up", a workbook for parents of children with special educational needs.

## 13. Equal Opportunities & Special Educational Needs

The nature of work undertaken must be appropriate to the age and maturity of the pupils. Children with special educational needs or a disability may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (regardless of whether they have special needs or not) will become sexually active.

## 14. The Delivery of RSE

### 14.1 Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum via the 1Decision play. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE). Pupils also receive stand-alone sex education sessions delivered by the class teacher. Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:



- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them.

The place of RSE in our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born
- For more information about our curriculum, see our curriculum map in Appendix 1

#### 14.2 Methods

Teachers use a range a methods to deliver RSE, and adapt teaching to suit the needs of the class, but this may include:

- Debates - These are a really good way to explore one issue in greater depth. Remember to allow follow-up of the debate with some form of evaluation about how the pupils felt about it and if they changed their views during the course of the debate and what were their reasons
- 'Hot Seating' - a good way to debate an issue directly. Two chairs face each other and the pupils are divided into two teams that stand behind the chairs. One member of each team sits in the chair and begins the debate, being replaced by another team member if required
- Using Case Studies - Using case studies of life situations or dilemmas allow pupils to discuss the issues without disclosing their own sexual experiences. Again, these exercises help to promote greater understanding and empathy
- Games - There are quite a few games available for RSE. These always stimulate interesting discussion as well as being helpful in providing young people with information in a fun way
- Encourage pupils to draw, talk or write about their family if they feel comfortable to do so: who's in their family, what their different relationships are, discuss issues like step-families, divorce, carers and bereavement
- Use short stories or poems that are about family relationships, friends or teachers and encourage children to talk or write about them
- Ask pupils to draw their family tree or family timeline and create a display board for everyone to see, if it is appropriate to do so and the children are comfortable to do so
- Invite a new mum/dad and baby into school to discuss the responsibilities of parenthood

RSE shares the features of well-taught lessons in any subject. The core principles of teaching and learning are to:

- Ensure that every pupil succeeds
- Provide an inclusive education within a culture of high expectations
- Build on what learners already know
- Structure the pace of teaching so that students know what is to be learnt
- Make learning vivid and real



- Develop understanding through enquiry, e-learning and group problem-solving
- Make learning an enjoyable and challenging experience
- Stimulate learning by matching teaching techniques and strategies to a range of learning styles
- Enrich the learning experience
- Infuse learning skills across the curriculum
- Promote assessment for learning
- Make children partners in their learning

### 14.3 Using Visitors, Speakers & Other Professionals

We believe that most of the RSE programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned program of RSE. Care is taken to provide the visitor, well in advance of the visit, with a copy of the RSE policy. After gaining approval from the headteacher for the visit the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the RSE curriculum. Issues to consider are:

- The degree of explicitness of the content and presentation.
- Will the visitor be accompanied by teaching staff?
- Will the staff take an active role in the visitor's activities?
- How will the visitor be prepared for the visit?
- How will the visit be built upon and followed up?
- Visitors must be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work

### 14.4 Training

Staff are trained on the delivery of RSE as part of continuing professional development calendar.

### 14.5 Monitoring

RSE, like any other aspect of teaching and learning, is monitored within school's existing framework. Children's knowledge and understanding is assessed at the end of relevant modules in science and PHSE. Assessment of pupil progress will be through informal discussion and, sometimes, by work sample scrutiny after using the resources. Extra support for identified pupils will then be provided, following consultation between staff and the relevant families.



## A1. Appendix 1 – End of Primary RSE & HE Expectations

Below you will find information on what children are expected to know by the end of primary school. Please see our additional IDecision documents that can be found on the Churchfield Primary School website for more information.

Topic	Pupils Should Know
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>



<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
<b>Mental Wellbeing</b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.</li> </ul>



<b>Internet Safety &amp; Harms</b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• About the benefits of balancing time spent on and offline, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical Health &amp; Fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories, and nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, Alcohol &amp; Tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health &amp; Prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

